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Newport, R.I.**

**PHYSICAL AND MORAL COURAGE: AN ESSENTIAL PERSONAL ATTRIBUTE OF  
A SUCCESSFUL THEATER STRATEGIC COMMANDER**

by

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**A paper submitted to the Faculty of the Naval War College in partial satisfaction of the requirements of the Department of Joint Military Operations.**

**The contents of this paper reflect my own personal views and are not necessarily endorsed by the Naval War College or the Department of the Navy.**

**Signature: \_\_\_\_\_**

**31 October 2008**

## Abstract

### **PHYSICAL AND MORAL COURAGE: AN ESSENTIAL PERSONAL ATTRIBUTE OF A SUCCESSFUL THEATER STRATEGIC COMMANDER**

A strong, well-rounded leader is essential to the success of every organization. Successful leaders are developed throughout their life. As people mature, they are afforded experiences and opportunities that define their personal character and develop their personal attributes. As leaders progress through a career, their experiences, training, educational opportunities, and role models, both good and bad, influence the type of leadership skills they will employ in command. A successful theater strategic-level commander embodies several key personal characteristics and attributes. Those attributes include: **physical and moral courage, a will to succeed, intellect and vision, an ability to motivate and communicate effectively, and presence.** At the theater strategic command level, the correct decision can be the difference between victory or defeat and national objectives achieved or lost. The purpose of this paper is to identify why physical and moral courage are essential personal attributes of a successful strategic theater commander. A definition of a successful leader and a description of how one attains physical and moral courage will be used to support this thesis. Historical illustrations are used to provide examples of successful strategic-level commanders who possessed exceptional physical and moral courage. Finally, a recommendation will be provided for current or future senior leaders, describing how to develop, accentuate and demonstrate these paramount essential attributes to succeed and achieve victory in command.

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## INTRODUCTION

“To Hell with them. They can’t hit me.” “Let’s go get them, who’s with me?” Those were the words spoken by Lieutenant Colonel George Patton while in combat under heavy enemy fire.<sup>1</sup> Successful leaders seek to instill in others a desire to achieve something greater than themselves while supporting the vision and success of the team. The United States military profession requires exceptional individuals capable of successful leadership to accomplish the many complex roles and missions demanded by this country. As stated by Christopher Kolenda in his book, *Leadership: The Warrior’s Art*, “True leaders touch the soul of others, turning the souls toward a good purpose.”<sup>2</sup> Successful leaders can be characterized many ways, but ultimately it is they who possess the trust and support of their followers, as well as a willingness to face any adversities or risks. These individuals are worthy of honor and command.<sup>3</sup>

Successful leadership could be thought of as an art form. William Wood defines the art of leadership in his book, *Leaders and Battles*, as “the means of applying personal ideas affecting the actions of individuals and thus the execution of an organization.”<sup>4</sup> The art of leadership is also the ability of leaders to express their own personalities, thoughts, and beliefs through their work while molding their leadership style to fit the situation.<sup>5</sup> Major General Newman said in his book, *Follow Me III*, “Military service is a profession, not a craft or a job, but it goes beyond that. Command and leadership are an art, not a skill or technique that can be circumscribed within rules and rigid regulations. Just as a painter must integrate perspective and color to produce his picture, so a military commander must balance and merge, push and pull to become a leader.”<sup>6</sup> This art has been studied for centuries. Countless intellects and historians have tried to prove that a specific formula or science exists

for a successful leader.<sup>7</sup> While there are many different views on the methods of leadership, there appear to be a few personal characteristics, hereinafter referred to as personal attributes, that have been demonstrated by successful senior leaders throughout time.<sup>8</sup> According to Wood, those personal attributes are physical and moral courage, a will to succeed, intellect and vision, an ability to motivate and communicate effectively, and presence.<sup>9</sup> The first and most significant personal attribute of successful leaders is that of physical and moral courage.<sup>10</sup>

The purpose of this paper is to identify why physical and moral courage are essential personal attributes of successful strategic theater commanders. A definition of successful leaders and a description of how one attains physical and moral courage will be used to support this thesis. Historical illustrations of Geronimo, General Douglas MacArthur, General George Patton, Admiral William Halsey, and General Curtis LeMay are used to provide examples of successful strategic level commanders who possessed exceptional physical and moral courage. A recommendation will be provided for current or future senior leaders describing how to develop, accentuate, and demonstrate this essential personal attribute to succeed and achieve victory as commanders. Having introduced the purpose and scope of this paper, the topic of leadership needs to be addressed.

## **BACKGROUND**

What is leadership? Pennington defines leadership in his book, *The Psychology of Military Leadership*, as “The art of imposing one’s will upon others in such a manner as to command their obedience, their confidence, their respect, and their loyal cooperation.”<sup>11</sup> An understanding of the concept of leadership is important because leadership is required in all facets of life.<sup>12</sup> Commercial business tends to consider leadership a science, a structure of

ideas from a managerial perspective. An individual is appointed to manage the behaviors and actions of others for the success of the company.<sup>13</sup> Society and civilian management continually study the concept of leadership in an attempt to determine the best style that ultimately leads to successful endeavors. This “best style” concept can be described in two techniques, namely, task behavior and relationship behavior. The manager employing the task behavior technique defines the job to subordinates and also explains how it helps accomplish the task. The relationship behavior technique focuses on the manager and the subordinates working in unison. Once patterns of organization are established, all members of that organization work together, through “socio-emotional” support, to accomplish the task.<sup>14</sup> These studies have determined that no one technique, employed individually, can be considered the best style of leadership. In fact, the best leadership style combines task orientation and team cooperation to create a successful organization; therefore, a good leader must be able to adapt their leadership style to fit various situations.<sup>15</sup> Leaders often are in positions different than that of managers. Management, along with administration, problem-solving, and decision making, can all be considered things a leader does.<sup>16</sup> Senior military commanders can be viewed in this same managerial role with one major distinction, they are charged, personally, with the lives of their subordinates and the objective of protecting the lives and well being of others. The difference between financial risks for a commercial business versus the risk of human life for military commanders is significant. Thus, military commanders are leaders, not managers, and their leadership style is an art, not a science.<sup>17</sup> Additionally, the authority granted military commanders by society, namely the right to take life through the use of arms, results in military commanders being held to a higher moral

standard.<sup>18</sup> Because the personal responsibility of senior military commanders is so paramount, it is important to understand what defines successful leaders.

Successful leaders gain the respect and admiration of their subordinates and have a clearly defined vision for the mission. They truly care about both the success of the mission and the people they command. Successful leaders will effectively communicate their vision to their subordinates so they will carry out the mission of their own volition. Successful leaders have previous experience and are prepared to mature with any and all new experiences. Successful leaders establish positive work and social environments. These environments create esprit de corps thus motivating and encouraging followers to always do their best for the betterment of the team. They often do the unexpected and choose the road less traveled, showing a deep commitment to the task while being guided by professionalism. Finally, successful leaders are not afraid to accept risks or make decisions for the advantage of the organization, even if it is not in their own best personal interest.<sup>19</sup> The test of successful leaders is whether their subordinates will follow and obey their orders, without coercion, and will remain by the leaders' side in times of danger. This ability to influence people to follow, at potentially grave risk, relies solely on the trust and confidence they place in their leader's character and their desire to succeed.<sup>20</sup> Kolenda uses Plato's teachings to illustrate this point. Plato thought the leader was like a shepherd. He believed the leader was a human caretaker, responsible for his people's needs and that the leader must place the needs of others before his own.<sup>21</sup> While an understanding of leadership is important, there is yet another aspect involving leadership to be examined.

Successful strategic theater commanders must not only possess the personal attributes highlighted above, but must be able to demonstrate them at the highest level and under the



most extreme circumstances. They must perform at the level where leadership is an art, and that personal style comes from within, rather than a predetermined formula for success.<sup>22</sup> Of all the required personal attributes of successful leaders, the one of most importance—first and foremost—is physical and moral courage.<sup>23</sup> Wood offers three examples as illustration. First, he describes what Napoleon said in a bulletin to the Grande Armee, discussing Davout after his victory at Auerstadt, “This marshal displayed distinguished bravery and firmness of character, the first quality of the warrior.”<sup>24</sup> Second, he cites a quote from Frederick the Great who believed, “We know from experience that valor of the troops consists solely in the valor of the officers, a brave colonel, a brave battalion.”<sup>25</sup> And finally, he refers to Clausewitz who said, “War is the province of danger, and therefore courage above all things is the first quality of a warrior.”<sup>26</sup> These reflections of history provide insight into what successful leaders of the past thought was required of leaders to achieve victory. How then do commanders today acquire and refine these attributes of physical and moral courage? That question will be addressed next.

## **DISCUSSION / ANALYSIS**

Successful leaders are developed throughout their life. Individuals are influenced by their environment. The people with whom one interacts and is surrounded by help form an individual’s personality.<sup>27</sup> According to the studies of Aristotle, a leader must express moral virtue. Successful leaders acquire this attribute through relationships and experiences, and those opportunities help form their competence and character. Competence is simply an expertise in a specific area of discipline, but character defines an individual.<sup>28</sup> Character involves the things one does on a regular basis, as well as the choices one makes, whether right or wrong. Aristotle believed people are born with the ability to judge right from wrong

and choose one or the other. These choices one makes develop a unique character over time.<sup>29</sup> Additionally, we each develop personal attributes consistent with our personal environment that affords each of us the ability to interact with people, as well as accomplish required tasks to survive.<sup>30</sup> Once someone is equipped with the leadership style attributes of physical and moral courage, they possess the potential to assume leadership positions.<sup>31</sup> A person has the potential to lead based on the conditions, experiences, relationships, and opportunities in which they are exposed.<sup>32</sup> Francis Galton, an English natural scientist, performed a study in which he analyzed successful past leaders and their family members to determine if heredity was a factor in creating great leaders. He found, and history has shown, that successful leaders were not necessarily born of previously successful leaders, but were primarily influenced by their environment.<sup>33</sup> Proven leaders were afforded opportunities as they matured, and the environment in which they were developed afforded them potential leadership-type developmental experiences.<sup>34</sup> An example of this point can be seen in the early life of General Curtis LeMay. General LeMay was the oldest of six children. He was responsible for his siblings and helped support his family by selling newspapers and shoveling snow.<sup>35</sup> His mother and father came from farm families and his father was an Ohio iron worker who was accustomed to manual labor. General LeMay saw his first airplane at the age of four. He was directly influenced by Eddie Rickenbacker and his successes in aeronautics which General LeMay read about in the newspapers he delivered.<sup>36</sup> These experiences drove General LeMay toward a career in aviation. He chose to fly in the United States Army Air Corps because he could not afford private lessons.<sup>37</sup> He was not able to obtain an appointment to the United States Military Academy at West Point, so he attended Ohio State University where he worked his way through college, eventually earning

a degree, a commission, and his wings.<sup>38</sup> These influences directly contributed to the development of General LeMay's character and personal attributes. The United States government believes the concept of individual development and maturity is so significant that it created numerous service academies, advanced degree opportunities, and opportunities for participation in increasingly complex professional military education in order to prepare leaders spiritually, emotionally, mentally, and physically for command.<sup>39</sup> Beyond one's early development and educational opportunities, there is the question of the environment in which the potential leader is developed.

Lewis Taylor argues, leadership can be viewed as "The right person being in the right place at the right time."<sup>40</sup> A different leader is often required during times of conflict versus times of peace. A good example of this is Winston Churchill. He was not held in high esteem prior to or after World War II; however, during the period from 1940 to the end of World War II, he was hailed as a marvelous example of successful leadership.<sup>41</sup> Now that a clear understanding of what leaders are has been created, how does this concept relate to senior military commanders, and why does an armed force require successful leaders at the strategic theater command level?

The military service member is exposed to numerous forms of risk in battle. Those risks could range from minor injury to "the ultimate sacrifice"—the loss of life. This risk is perhaps unique to the military profession, and prepared commanders must be ready to lead the organization toward the prescribed objective. To counter this risk, one must possess some level of physical and moral courage to participate in combat and be willing to risk personal demise.<sup>42</sup>

Since war is a violent endeavor where people get hurt and killed, successful strategic theater commanders must possess and demonstrate physical and moral courage.<sup>43</sup> Danger creates the human reaction of fear.<sup>44</sup> Commanders, and subsequently their subordinates, must have the capacity to manage fear in order to accomplish the objective. Successful commanders must exude the confidence that they and their organizations can succeed!<sup>45</sup> The study of human nature has existed for centuries. There is no such thing as a fearless man.<sup>46</sup> Because we are human, we always possess some level of fear.

Military service members, and especially senior level commanders, are demanded by their profession to demonstrate a significant level of physical courage.<sup>47</sup> Clausewitz said, in *On War*, “War is the province of physical exertion and suffering. In order not to be completely overcome by them, certain strength of body and mind is required, which, either natural or acquired, produces indifference to them.”<sup>48</sup> An individual’s physical courage relates directly to that person’s physical competence.<sup>49</sup> The human body is the most brilliant creation that exists. An individual’s mind, body, and soul all work together to allow him or her the capacity to concentrate, think logically, and perform physical tasks. These are all required actions of a commander.<sup>50</sup> General Douglas MacArthur and General George Patton both believed that appropriate physical fitness was paramount to the success of a leader.<sup>51</sup> They thought physical fitness would translate into physical courage as a byproduct of confidence and physical ability. General MacArthur said, “There is impossibility of insuring general intelligence through a system which does not use the body to teach the mind and the mind to teach the body.”<sup>52</sup> General Patton wrote of his observations of American commanders during World War II, “The history of this and all other wars shows that physical

fitness is the prime requisite primarily lacking in generals.”<sup>53</sup> Both generals believed in physical fitness and that it directly influenced an individual’s physical courage.

Physical courage is the form of courage that is visible and can be witnessed. It is courage in action.<sup>54</sup> Successful commanders of the past displayed, on a regular basis, acts of uncommon valor and bravery. One such example is revealed in the life of the native American chief, Geronimo. Geronimo was first recognized as a mighty leader during the planning and actual battle with Mexican forces at Arizpe.<sup>55</sup> Geronimo said, “Kinsman, you have heard what the Mexicans have recently done without cause. You are my relatives, uncles, cousins, brothers. We are men the same as the Mexicans are. We can do to them what they have done to us. I will fight in the front of the battle. I only ask you to follow me to avenge this wrong done by the Mexicans.”<sup>56</sup> Geronimo was a leader who put himself in front, the first in harm’s way while demonstrating unparalleled physical courage.

In addition to the physical form of personal courage, successful leaders must also possess moral courage. Field Marshal Viscount Montgomery wrote in his book, *A History of Warfare*, “Many qualities go to make a leader, but two are vital—the ability to make the right decisions, and the courage to act on the decisions. Above all, he must have that moral courage, that resolution and determination which will enable him to stand firm when the issue hangs in the balance. If his heart begins to fail him when the issue hangs in the balance, his opponent will probably win.”<sup>57</sup> Moral courage comes from within. It is the personal attribute of confidence and assurance. It defines a person’s will power. This same will power affords the leader the ability to combat the fog and friction of the unknown and the unexpected, especially during times of stress and crisis. Moral courage cannot be physically seen but appears through the commander’s demeanor and resolution during times

of difficult decision.<sup>58</sup> An example of moral courage can be found, once again, in the teachings of Geronimo. He discussed how a leader must make decisions and live with the ramifications. He wrote that a successful leader will recognize the fact that rarely is a solution simple or obvious, and sometimes decisions must be made that do not lead to the desired outcome. It is the consequence of the problem that forces the leader to choose the best of imperfect options and display the moral courage to act on that decision.<sup>59</sup>

Wood describes moral courage as, “Thoughtful courage.” He explains this idea as, “The ability to distinguish between the danger itself, and the necessity to get the job done in spite of it. For leaders to make decisions in battle, they should be expected to act or react with thoughtful courage while being guided by their professional values.”<sup>60</sup> Once again, Wood uses the teachings of Plato and Aristotle to further emphasize the significance of this concept. He quotes Plato, “I am of the opinion that thoughtful courage is a quality possessed by very few, but rashness and boldness, and fearlessness, which has no forethought, are very common qualities possessed by many men, many women, many children, many animals. My courageous actions are wise actions.”<sup>61</sup> He further quotes Aristotle, “Drunken men often behave fearlessly and we do not praise them for their courage.”<sup>62</sup> Further examination of the afore mentioned successful senior leaders illustrates why the leadership attributes of physical and moral courage are so significant.

Geronimo was a great warrior whose name was, and still is, synonymous with war, bravery, courage and leadership.<sup>63</sup> Geronimo once led a band of 19 Apache warriors against 5,000 United States soldiers. In that battle, the Apache inflicted heavy enemy losses while not losing a single warrior.<sup>64</sup> “Geronimo is the epitome of the leader who survived against overwhelming odds against an enemy with superior resources and technology by the strategic

advantages given to him by nature and by using tactics that befuddled an aggressor that was too large and too slow to change.”<sup>65</sup> Geronimo is the personification of physical and moral courage and those attributes permeated his entire culture. In addition to Geronimo, another example of a successful senior leader that demonstrated physical and moral courage was General Douglas MacArthur.

General MacArthur provided numerous excellent demonstrations of physical and moral courage throughout his life and career, but arguably none as explicit as his decision to attack the North Korean Army at Inchon, South Korea. On June 25, 1950, after all his successes in the Pacific against the Japanese in World War II, General MacArthur received word that the North Koreans had crossed the 38<sup>th</sup> parallel into South Korea.<sup>66</sup> He could not believe the United States could have let this action happen. On July 7, 1950, General MacArthur requested support from Washington in the form of additional resources to repel the North Koreans. The request was denied because support in other regions was more important.<sup>67</sup> As a result, General MacArthur made the incredible choice to land and attack the North Koreans at Inchon, northwest of Seoul, South Korea. This brave move afforded the element of surprise and maneuver, and he believed, the United States forces could work in unison from the northwest, east and southeast to overwhelm and destroy the North Koreans.<sup>68</sup> However, General MacArthur’s plan met with great opposition from Washington because of a belief that amphibious operations were obsolete when compared with new American technology and capabilities. The Chairman of the Joint Chiefs of Staff sent Generals Collins and Sherman to discuss and dissuade General MacArthur from this plan, but General MacArthur knew Inchon was the correct course of action based on his education, intellect and vast experiences.<sup>69</sup> To this, he demonstrated moral courage by using his

unequaled communication and persuasive skills to explain why he was convinced of this plan's success and ultimately gained agreement and approval. The successful execution of this campaign quickly and decisively forced the North Koreans out of the South and gave South Korea the democratic freedom they still enjoy today.<sup>70</sup> Another highly successful senior leader that demonstrated physical and moral courage was General George Patton.

During the fighting of World War I, then Lieutenant Colonel Patton, was leading forces from the 1<sup>st</sup> Tank Brigade in the Meuse-Argonne offensive against the Germans, September 26, 1918. His tank brigade was responsible for supporting two divisions. Lieutenant Colonel Patton described the battlefield as "like a haunted forest" and, based on reconnaissance, determined that tank movement would be nearly impossible.<sup>71</sup> Through planning and experience, Lieutenant Colonel Patton determined a course of action that would employ his tanks to protect the infantry. During the battle that morning, fog limited all visibility and Lieutenant Colonel Patton's tank force actually advanced well beyond the infantry he was to protect. This allowed the Germans to attack from all directions. Chaos ensued and soldiers retreated. Lieutenant Colonel Patton took the lead and assembled an ad hoc force to attack the enemy. Unfortunately, two French tanks were stuck and prevented the advance. Lieutenant Colonel Patton first sent his Lieutenant to fix the problem, but when nothing changed, Patton himself worked to free the tanks. The position was taking heavy German machine gun fire and, despite numerous attempts, the soldiers could not convince Lieutenant Colonel Patton to take cover. He said, "To Hell with them. They can't hit me". The tanks were freed, the soldiers asked for guidance, and Lieutenant Colonel Patton responded, "Let's go get them, who's with me?"<sup>72</sup> This action was an example of General Patton's leadership attributes and mirrored his style as a strategic level commander. Admiral



William Halsey, serving with General MacArthur in the Pacific theater during World War II, is also an outstanding example of a successful senior leader who demonstrated physical and moral courage.

One notable example in Admiral Halsey's career involved the Battle for Leyte Gulf, October 20, 1944. Admiral Halsey's battle group was to support General MacArthur's attack plan by covering the northeast flank.<sup>73</sup> Admiral Halsey's boss, Admiral Nimitz, had ordered him to support General MacArthur but also seize every opportunity to destroy the Japanese fleet.<sup>74</sup> Admiral Halsey was always concerned about the Japanese carriers and considered them the enemy's most potent threat. During the conflict, the Japanese attacked from the south and central positions. Once the enemy carrier fleet was spotted to the north, Admiral Halsey surmised this was a maneuver to destroy General MacArthur's northeast flank and ordered an attack. When the Japanese turned north and retreated, Admiral Halsey, recognizing the significance to the Pacific campaign and the relevance of the Japanese carriers, gave chase and informed General MacArthur that he would not be able to support Leyte for a period of time.<sup>75</sup> Admiral Halsey believed destruction of the Japanese carriers would greatly support the end to the war in the Pacific. In retrospect, the Japanese fleet to the north was a diversion, but none the less, Admiral Halsey's assessment of the situation and subsequent response to end the war in the Pacific took incredible moral courage.<sup>76</sup> Finally, an example of physical and moral courage personified in a successful strategic theater commander was demonstrated by General Curtis LeMay.

General LeMay spent his early flying years in the fighter community where he honed his technical skills. From 1928 to 1937, his outstanding technical skill earned him accolades as one of the best pilots in the Air Corps.<sup>77</sup> He transitioned to heavy bomber aircraft in 1937

where he was a pilot on the first large scale flight of the Army Air Corps' new B-17 to South America. LeMay progressed quickly and by 1942, he was promoted to Colonel, given command of the 305<sup>th</sup> Bombardment Group, and charged with the aerial bombing of German targets in World War II.<sup>78</sup> Because he was the only pilot in his group that had experience in the B-17, he developed a plan of success by first training his men on the aircraft, then studying the tactics and results of units currently operating in order to effectively prepare his Group for combat.<sup>79</sup> Colonel LeMay learned that units were operating under the existing doctrine that believed objectives could be achieved, and the enemy defeated, if one employed mass bombing raids. The results, Colonel LeMay found, were not effective. Bombs were missing their targets and the men and equipment loss rates were unacceptable.<sup>80</sup> As a result, Colonel LeMay developed a strategy where bombers would not take evasive action. During the bomb run, the pilot would drive the aircraft straight and level affording the bombardier the greatest degree of accuracy. This, of course, was at the peril of the aircraft and crew, but the potential for mission success would be greatly increased.<sup>81</sup> Colonel LeMay led the first flight of B-17s that employed this new tactic over Germany in World War II. The resulting successes cemented the "no evasive action" tactic as the new standard of bombing for the Eighth Air Force.<sup>82</sup>

General LeMay was widely recognized as a skillful tactician and unconventional thinker. His successes in Germany resulted in Air Force Chief of Staff, General Henry Arnold, selecting him to command the Air Force's new B-29 forces in China and subsequently, the Marianas in the Pacific theater.<sup>83</sup> General LeMay was challenged to again find solutions to the difficult problems faced by bomber air forces over Japan as the current tactics and strategies employed failed to achieve mission success.<sup>84</sup> He once again acted

unconventionally and instituted an incendiary low-level bombing strategy on targets in Japan. Members of his own staff thought him foolish and pleaded with him to reconsider.<sup>85</sup> Again, his risky strategy proved very successful in improving mission accomplishment and aircrew and aircraft survivability. This strategy ultimately led to the early Japanese surrender and the end of World War II in the Pacific.<sup>86</sup>

All of these leaders exemplified the physical and moral courage attributes of a successful strategic commander. They led from the front, took charge when required, and demonstrated a true belief and vision of success. Their innovative, and sometimes unpopular decisions, were always strengthened by a mental fortitude to execute those decisions and stand by the results.

## **CONCLUSIONS**

In conclusion, an individual matures in an environment that affords opportunity and experience. While no two people are the same, it is apparent that certain successful leadership attributes exist in effective commanders. An individual's surroundings develop that person's character, and as one matures, additional influences help refine and cement that character. Influences such as academics, formal and informal training, and personal experience all affect a person's character. It is out of that character that personal attributes emerge. Leadership attributes afford an individual the potential to command.

Effective leadership is an art form. There is no exact formula that provides the correct answer to each challenge. Leadership is a personal, individual action that affects others. An effective leader must use all available resources, personal and external, to strive for the best solutions. That same leader must be able to adapt to changing circumstances

while thriving under stress and discontent, as well as making decisions and systematically standing behind every one of them.

Successful senior leaders must embody many significant personal attributes required of the position and tasks of command. Those leadership attributes include physical and moral courage, a will to succeed, intellect and vision, an ability to motivate and communicate effectively, and presence. Leaders cannot be effective if they possess only one important attribute; rather, it is a combination of several attributes that afford an individual the opportunity to lead effectively. Of those character traits, physical and moral courage are the first attributes required of warriors. Leaders must be warriors first, then they can be leaders of warriors. Leaders must always be able to cope with risk personally before ever expecting risk to be taken by others in their charge. Everyone makes decisions. Difficult decisions, those that affect others, are made by the strong of heart. Courageous leaders are those who must make difficult decisions even in light of undesirable consequences. The examples of Geronimo, Generals MacArthur, Patton and LeMay, and Admiral Halsey illustrate why physical and moral courage are essential personal attributes of successful strategic theater commanders.

## **RECOMMENDATIONS**

The United States military has consciously endeavored to train and educate its' leaders. To ensure the very best person is promoted to leadership and command status, an in-depth analysis of that person's character and personal attributes must be accomplished. As a nation, we must look for leadership attributes that have already been demonstrated, and then work to mold and refine that person's character to achieve success in command positions. Potential is the intangible on which each individual is being evaluated, and frequently, that

intangible quality is only in the eye of the beholder, or the supervisor. One must also look at a person's development and the environment that helped define his or her character.

Leadership is a human venture. Leaders must be people that care more for others than they do for themselves. They must be willing to risk their own best interests for the betterment of someone else or the team. Leaders practice unselfishness, listen more than speak, and strive with all their being to succeed with every opportunity. The challenge is to find that person and promote them at every opportunity.

In summary, successful strategic theater commanders must embody all the leadership attributes, but they must have, and continually demonstrate actively, those of physical and moral courage. They hold in their command the fate of people's lives and the security and way of life of the United States of America. Those commanders cannot fail. They must lead from the front with honesty, bravery, and courage.

## Notes

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- <sup>1</sup> D'Este, Carlo. *Patton: A Genius for War*. New York: HaperCollins Publishers, Inc., 1995: 256-258.
- <sup>2</sup> Kolenda, Christopher D. *Leadership: The Warrior's Art*. Carlisle, PA: Army War College Foundation Press, 2001: 4.
- <sup>3</sup> Ibid.
- <sup>4</sup> Wood, William J. *Leaders and Battles*. Novato, CA: Presidio Press, 1984: 1-7.
- <sup>5</sup> Roskill, S.W. *The Art of Leadership*. Hamden, Connecticut: Archon Books, 1965: 92-93.
- <sup>6</sup> Newman, Aubrey. *Follow Me III: Lessons on the Art and Science of High Command*. Novato, CA: Presidio Press, 1997: 44-45.
- <sup>7</sup> Wood, *Leaders and Battles*, 1-7.
- <sup>8</sup> Bausum, Henry. *Military Leadership and Command: The John Biggs Cincinnati Lectures 1988*. Lexington, VA: The VMI Foundation, 1989: 140.
- <sup>9</sup> Wood, *Leaders and Battle*, 1-7.
- <sup>10</sup> Ibid., 32.
- <sup>11</sup> Pennington, L.A., Hough, Romeyn B. Jr., Case, H.W. *The Psychology of Military Leadership*. New York: Prentice-Hall, Inc., 1943: 102.
- <sup>12</sup> Cassel, Russell N., Heichberger, Robert L. *Leadership Development: Theory and Practice*. North Quincy, Mass: The Christopher Publishing House, 1975: 126-127.
- <sup>13</sup> Ibid.
- <sup>14</sup> Ibid., 127-129.
- <sup>15</sup> Ibid., 130-131.
- <sup>16</sup> Taylor, Robert L., Lewis, Robert. *Military Leadership: In Pursuit of Excellence*. Westview Press, 1992: 54.
- <sup>17</sup> Pennington, Hough, Case, *The Psychology of Military Leadership*, 101.
- <sup>18</sup> Hartle, Anthony E. *Moral Issues In Miliatry Decision Making*. Lawrence, KS: The University Press of Kansas, 2004. 20.
- <sup>19</sup> Taylor, Lewis, *Military Leadership: In Pursuit of Excellence*, 53-58.
- <sup>20</sup> Kolenda, *Leadership: The Warrior's Art*, 18.
- <sup>21</sup> Ibid., 6.
- <sup>22</sup> Wood, *Leaders and Battles*, 2.
- <sup>23</sup> Ibid., 2.
- <sup>24</sup> Ibid., 32.
- <sup>25</sup> Ibid., 32.
- <sup>26</sup> Ibid., 32.
- <sup>27</sup> Kolenda, *Leadership: The Warrior's Art*, 12.
- <sup>28</sup> Mulgan, R. G. *Aristotle's Political Theory: an introduction for students of political theory*. Oxford: Clarendon Press, 1977: 78-80.
- <sup>29</sup> Ibid.
- <sup>30</sup> Kolenda, *Leadership: The Warrior's Art*, 12.
- <sup>31</sup> Taylor, Lewis, *Military Leadership: In Pursuit of Excellence*, 54.
- <sup>32</sup> Pennington, Hough, Case, *The Psychology of Military Leadership*, 102-104.
- <sup>33</sup> Ibid.
- <sup>34</sup> Ibid.
- <sup>35</sup> Anders, Curt. *Fighting Airmen*. New York: Putnam, 1966. 246.

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- <sup>36</sup> LeMay, Curtis Emerson. *Mission With LeMay*. Garden City, NY: Doubleday, 1965: 13-14.
- <sup>37</sup> Feltus, Pamela. "Great Warrior Leaders/Thinkers: LeMay, Curtis E." *Air University Library*. 2003. <http://www.au.af.mil/au/aul/bibs/great/lemay.htm> (accessed 2 September 2008).
- <sup>38</sup> Anders, *Fighting Airmen*, 246.
- <sup>39</sup> Bausum, *Military Leadership and Command: The John Biggs Cincinnati Lectures 1988*, 139.
- <sup>40</sup> Taylor, Lewis, *Military Leadership: In Pursuit of Excellence*, 54.
- <sup>41</sup> Ibid.
- <sup>42</sup> Wood, *Leaders and Battles*, 33.
- <sup>43</sup> Ibid.
- <sup>44</sup> Fretag-Lorinhoven, Hugo. *The Power of Personality in War*. Harrisburg, PA: The Military Service Publishing Co., 1955. 1.
- <sup>45</sup> Wood, *Leaders and Battles*, 33.
- <sup>46</sup> Fretag-Lorinhoven, *The Power of Personality in War*, 1-2.
- <sup>47</sup> Ibid., 40-41.
- <sup>48</sup> Clausewitz, Carl Von, *On War*. Vol. I, chap. III in *Book I*. 48.
- <sup>49</sup> Army War College. *Psychology and Leadership*. Fort Leavenworth, KS: The General Service Schools Press, 1924: 33-34.
- <sup>50</sup> Ibid., 33-35.
- <sup>51</sup> Bausum, *Military Leadership and Command: The John Biggs Cincinnati Lectures 1988*, 144-145.
- <sup>52</sup> Ibid., 144.
- <sup>53</sup> Ibid.
- <sup>54</sup> Wood, *Leaders and Battles*, 59.
- <sup>55</sup> Fielder, Donald J. *The Leadership Teachings of Geronimo: How 19 Defeated 5000*. Pittsburg, PA: SterlingHouse Publisher, Inc., 2002: 22.
- <sup>56</sup> Ibid., 22-23.
- <sup>57</sup> Montgomery, Viscount. *A History of Warfare*. Cleveland and New York: The World Publishing Company, 1968: 15-16.
- <sup>58</sup> Wood, *Leaders and Battles*, 60.
- <sup>59</sup> Fielder, *The Leadership Teachings of Geronimo: How 19 Defeated 5000*, 64-65.
- <sup>60</sup> Wood, *Leaders and Battles*, 34.
- <sup>61</sup> Ibid.
- <sup>62</sup> Ibid.
- <sup>63</sup> Fielder, *The Leadership Teachings of Geronimo: How 19 Defeated 5000*, XIII.
- <sup>64</sup> Ibid.
- <sup>65</sup> Ibid., XIII-XIV.
- <sup>66</sup> MacArthur, Douglas. *Duty, Honor, Country*. New York: McGraw-Hill Book Company, 1965: 135.
- <sup>67</sup> Ibid., 143.
- <sup>68</sup> Ibid., 147-148.
- <sup>69</sup> Ibid., 148.
- <sup>70</sup> Ibid., 159.
- <sup>71</sup> D'Este, *Patton: A Genius for War*, 250.

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<sup>72</sup> Ibid., 256-258.

<sup>73</sup> Halsey, William F. *Admiral Halsey's Story*. New York: McGraw-Hill Book Company, Inc., 1947: 199.

<sup>74</sup> Frank, Benis M. *Halsey*. New York: Random House, Inc., 1974. 104.

<sup>75</sup> Ibid., 107.

<sup>76</sup> Ibid., 115.

<sup>77</sup> Feltus, "Great Warrior Leaders/Thinkers: LeMay, Curtis E." *Air University Library*.

<sup>78</sup> Anders, *Fighting Airmen*, 247.

<sup>79</sup> Ibid.

<sup>80</sup> LeMay, *Mission With LeMay*, 231.

<sup>81</sup> Feltus, "Great Warrior Leaders/Thinkers: LeMay, Curtis E." *Air University Library*.

<sup>82</sup> Anders, *Fighting Airmen*, 253.

<sup>83</sup> Johnson, Dewey. "Leadership: Some Thoughts After Twenty-Five Years." *Air University Library*. <http://www.au.af.mil/au/awc/awcgate/au-24/au24-435.htm> (accessed 2 September 2008).

<sup>84</sup> Feltus, "Great Warrior Leaders/Thinkers: LeMay, Curtis E." *Air University Library*.

<sup>85</sup> Anders, *Fighting Airmen*, 258.

<sup>86</sup> Johnson, "Leadership: Some Thoughts After Twenty-Five Years." *Air University Library*.



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